TEACHER EFFECTIVENESS OF ELEMENTARY SCHOOL TEACHERS IN RELATION TO WORK MOTIVATION, JOB SATISFACTION AND PROFESSIONAL COMMITMENT

A
SYNOPSIS

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THE TITLE

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The ancient wisdom and the experience of the present, both in east and west unanimously agree that teacher is the pivot of the educational system. Teachers are the natural role models to the younger generation. But in today's concept of education, a teacher is required to be more professionally equipped and result oriented and almost perfect in his/her subject matter. The Secondary Education Commission (1952-53) said "The most important factor in the contemplated educational reconstruction is the teacher–his professional qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community". Nobody can deny the fact that the role of teacher is crucial in any learning situation at any level of education. It is the teacher who controls and guides the learning of his students and finally evaluates the outcomes of teaching. The goal of every teaching is 'effective teaching'. There are many activities that the teacher has to perform in the classroom and outside the classroom in order to provide the required learning experiences to the students. An effective teacher is amongst the foremost factors contributing to the educational upliftment which we are trying to achieve. Work motivation and job satisfaction are very essential in the lives of teachers. Almost all the teachers work in order to satisfy their needs in life. Job satisfaction in this context is the ability of the teaching job to meet teacher's need and improve their teaching performance and bind teachers to remain committed to the profession. Professional commitment refers to the employee's emotional attachment to, identification with, and involvement in the profession.

CONCEPT OF TEACHER EFFECTIVENESS

Excellence in teaching is not something that one inherits. Good teachers are born but most of them are made by hours of hard work, hours of reflections and positive attitude toward teaching. Teacher effectiveness is not a function of a single behavior but depends on a variety of teacher behavior e.g. their personality, attitude, morale, teacher pupil interaction, classroom climate they create, their good mental health and adjustment etc. Teacher effectiveness in a classroom teaching is based on teaching competencies, such as physical fitness, general skills like communication

and human relation, cognitive abilities and affective abilities. The teacher effectiveness refers to the capacity of the teacher to realize some of the educational objectives like desired pupil behavior, abilities, habits, desirable attitudes and adequate personal adjustment of pupils.

Mouly (1965) describes teaching effectiveness in term of capacity and professional competences of the teacher for promoting wholesome growth and development and using his personality and other endowment for creating meaningful teacher pupil relationship which are vital for the success of the educational process. Mouly also points out that ability to establish good personal contacts, good grasps of subject matter and teaching methods are necessary conditions for effective teaching.

According to Barr (1958) several factors such as environment factors, leadership factors and personal factors are related to teacher effectiveness. On the basis of studies by researchers the factor affecting teacher effectiveness can be categorized in to cognitive (intelligence, academic achievement, problem solving) and affective domain (attitude, interest, emotion, value etc.)

The present investigation will aim at studying the effect of independent variables namely work motivation, job satisfaction and professional commitment on teacher effectiveness. The independent variables are given in detail as follow:

CONCEPT OF WORK MOTIVATION

Historically the word ‘motivation’ comes from the Latin word “movere” which means “to move”. We can say that motivation is the process of arouse of movement in the organism. The movement is produced and regulated through the release of energy within the tissues. Motivation is arousal of tendency to act to produce one or more effects. According to Maslow, “Motivation is constant, never ending fluctuating and complex that it is an almost universal characteristic of particularly every organismic state of affairs.

Work motivation is the process that initiates and maintains goal directed performance. It energized our thinking and colors positive and negative emotional reaction to work and life. Motivation generates the mental efforts that drive us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. It is crucial to note that motivation does not directly influence work performance. Instead, motivation leads us to use our knowledge and

skills and apply them effectively to work tasks. It is the force that initiates, starts, energize and continues the application of our experience and expertise.

Individual cannot satisfy his physiological and psychological need by himself. He needs a group, an organization to meet his needs, in same way the organization also need him. They are mutually depended on each other to achieve motivation. There are two main dimensions of work motivation namely:

1. Work activity
2. Work situation

1. Work Activity

Opportunity to use skill and knowledge at one's best, help to make work activity interesting. The production of satisfaction through successful activity: aptitude leads to success, success results in satisfaction; satisfaction produces interest in the activity and commitment to organization.

2. Work Situation

The worker's satisfaction in the work is greatly affected by the physical condition in which the work done and the way in which the flow of work is done. Motivation to work is consist of physiological need (food, water, shelter etc.), safety, security, companionship and love from the associates, colleagues, friend's husband or wife.

Factor Affecting Work Motivation

Work motivation is influenced by variable like organizational structure i.e. whether the organization is automated or semi automated. Monetary incentives like pay, wages, bonus etc. benefits like housing, social security, provident fund medical aids, educational for children and psychological incentives like utilization of creative energies, satisfaction of doing the work ,recognition, freedom to plan one's own work.

JOB SATISFACTION

Job satisfaction refers to the satisfaction of a worker in his work. It is a source of satisfaction of physical, economic, psychological and social needs of an individual in his work. It involves liking for the work and acceptance of the pressure and aspirations connected with that work. It is generalized feeling of fulfillment of an employee's economic and social need and aspiration in life in which he seeks to

obtain through the exercise of his ability and aptitude in accordance with his interest via the median of an organization.

Job satisfaction is the total body feeling that an individual has about his job. The total body feeling involve effect, nature of job, pay, promotional aspects, nature of supervision etc. However, what makes a job satisfying or dissatisfying does not depend only on nature of job, but on the expectation that individual have from their job. Satisfaction in job includes motivation and generates interest in work. When work becomes interesting it give personal pleasure to worker and this has tremendous psychological satisfaction.

According to Vroom (1964)"The positive orientation of an individual toward all aspects of work situation. So the job satisfaction is the resultant of an employee's general attitude towards his job."

Laviangia (1977) state that job satisfaction is the extent to which an individual's needs are satisfied and the extent to which the individual perceives the satisfaction from his total job situation.

After summing all these definitions we come to the conclusion that job satisfaction is the combination of psychological and environmental condition or circumstances that cause a person truthful to say satisfied to job.

Luthan (1998) pointed that there are three important dimensions to job satisfaction.

1) Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred.
2) Job satisfaction is often determine by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than the other in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and other coworkers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job.
3) Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response that are the work itself, pay, promotion opportunities, supervision and coworkers.

PROFESSIONAL COMMITMENT

Teaching is a complex and demanding profession. Teachers are expected to render a very high job performance, and the Ministry of Human Resource Development is always curious regarding the job performance of its teachers. The degree of teacher commitment is one of the most important aspects of the performance and quality of school staff.

Commitment is defined as the degree of positive, affective bond between the teacher and his profession. It reflects the degree of internal motivation and job satisfaction of teachers derives from teaching and the degree of efficacy and effectiveness they achieve in their jobs.

Professional Commitment refers to mental dependence towards profession, belief and identification of an individual toward his professional goal and value, with which an individual is willing to present his profession by hard-working.

According to Morrow and Wirth (1989),"Professional Commitment is an appropriate concept for representing at least part of career focus dimensions of work commitment."

According to Morrow and Goetz (1988),"The extent to which one identifies with one's profession and accepts its values."

Professional commitment is closely connected to teacher's work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover as well as having an important influence on student's achievement and attitude towards school. A professional committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. A committed teacher acts as an active school- classroom manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learner activities.

STATEMENT OF THE PROBLEM

"TEACHER EFFECTIVENESS OF ELEMENTARY SCHOOL TEACHERS IN RELATION TO WORK MOTIVATION, JOB SATISFACTION AND PROFESSIONAL COMMITMENT''

NEED AND SIGNIFICANCE OF THE STUDY

It is generally agreed that the "goodness" of an educational system to a great extent, is dependent on the quality of teachers. A school may have excellent material resources like equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs; but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals. Numerous attempts have been made to study the possible factors commonly associated with teacher effectiveness. Still research efforts continue to understand the variables which affect it. Review of related literature on teacher effectiveness indicates that there is not a single sole factor which accounts for teacher effectiveness. Job satisfaction, work motivation and professional commitment of the teachers are important factors which influences the teacher effectiveness. Motivation is the key to organizational effectiveness and is a predictor for performance and job satisfaction. Job satisfaction improves the performance as well as the effectiveness of a teacher. One of the greatest challenges that schools face today is how to manage work force of the teachers who are dissatisfied with working environment. Therefore it has become an important area of research about how to improve performance of school teachers. Moreover, it has been observed many times that teacher who are satisfied with their jobs are still not good performers. This may be because of their lack of motivation and commitment for their profession. This point of view emphasis the importance of the study work motivation, job satisfaction and professional commitment among elementary school teachers.

The results of the present study will be of great importance to educational administrators and policy makers to improve work situation and work activities of teachers for strengthening the performance and professional commitment.

OBJECTIVES OF THE STUDY

1. To study and compare Teacher Effectiveness of Elementary School Teachers with respect to
   a) Gender
   b) Work Motivation
2. To study the interaction effect of Gender and Work Motivation on Teacher Effectiveness of Elementary School Teachers.
3. To study and compare Teacher Effectiveness of Elementary School Teachers with respect to
   a) Gender
   b) Job Satisfaction
4. To study the interaction effect of Gender and Job Satisfaction on Teacher Effectiveness of Elementary School Teachers.
5. To study and compare Teacher Effectiveness of Elementary School Teachers with respect to
   a) Gender
   b) Professional Commitment
6. To study the interaction effect of Gender and Professional Commitment on Teacher Effectiveness of Elementary School Teachers.
7. To study the correlation between Work Motivation and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Job Satisfaction.
8. To study the correlation between Work Motivation and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Professional Commitment.
9. To study the correlation between Job Satisfaction and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Work Motivation.
10. To study the correlation between Job Satisfaction and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Professional Commitment.
11. To study the correlation between Professional Commitment and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Work Motivation.

12. To study the correlation between Professional Commitment and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Job Satisfaction.
13. To study the conjoint effect of Work Motivation and Job Satisfaction on Teacher Effectiveness of Elementary School Teachers.
14. To study the conjoint effect of Work Motivation and Professional Commitment on Teacher Effectiveness of Elementary School Teachers.
15. To study the conjoint effect of Job Satisfaction and Professional Commitment on Teacher Effectiveness of Elementary School Teachers.

HYPOTHESES OF THE STUDY

1. There will be significant difference in Teacher Effectiveness of Elementary School Teachers with respect to
   a) Gender
   b) Work Motivation
2. There will be significant interaction effect of Gender and Work Motivation on Teacher Effectiveness of Elementary School Teachers.
3. There will be significant difference Teacher Effectiveness of Elementary School Teachers with respect to
   a) Gender
   b) Job Satisfaction
4. There will be significant interaction effect of Gender and Job Satisfaction on Teacher Effectiveness of Elementary School Teachers.
5. There will be significant difference Teacher Effectiveness of Elementary School Teachers with respect to
   a) Gender
   b) Professional Commitment
6. There will be significant interaction effect of Gender and Professional Commitment on Teacher Effectiveness of Elementary School Teachers.
7. There will be significant correlation between Work Motivation and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Job Satisfaction.

8. There will be significant correlation between Work Motivation and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Professional Commitment.
9. There will be significant correlation between Job Satisfaction and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Work Motivation.
10. There will be significant correlation between Job Satisfaction and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Professional Commitment.
11. There will be significant correlation between Professional Commitment and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Work Motivation.
12. There will be significant correlation between Professional Commitment and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Job Satisfaction.
13. Work Motivation and Job Satisfaction will contribute significantly to Teacher Effectiveness of Elementary School Teachers.
14. Work Motivation and Professional Commitment will contribute significantly to Teacher Effectiveness of Elementary School Teachers.
15. Job Satisfaction and Professional Commitment will contribute significantly to Teacher Effectiveness of Elementary School Teachers.

DELIMITATIONS OF THE STUDY

1. The study will be restricted to four districts of Himachal Pradesh.
2. The study is restricted to elementary teachers of government schools affiliated with Board of School Education, Dharamshala.
3. In the present study, sample will be restricted to 400 elementary teachers.

OPERATIONAL DEFINITIONS OF KEY TERMS

Teacher effectiveness

The scores obtained by the elementary school teachers on Teacher Effectiveness Scale by Dr. Umme Kulsum(2000).

Work Motivation

The scores obtained by the elementary school teachers on Work Motivation Scale developed and standardized by K.G. Aggarwal(1998).

Job Satisfaction

The scores obtained by the elementary school teachers on Job Satisfaction Scale developed and standardized by T.R. Sharma and Amar Singh(1994) will be used.

Professional Commitment

The scores obtained by the elementary school teachers on Professional Commitment Scale by Ravinder Kaur, Sarbjit Kaur Rana and Sarvjeet Kaur Brar(2011).

Elementary School Teacher

Elementary school teachers refer to those who teaches 6^{th} to 8^{th}classes.

Gender

Gender refers to male and female elementary teachers.

REVIEW OF RELATED LITERATURE

Review of related literature is an important pre requisite to actual planning and then the execution of any research work C.V. Good had mentioned “the survey of related literature may provide guiding hypothesis, suggestive method of investigation and comparative data for interpretive purpose. It enables the researcher to define the limit of his field. Through the review of related literature the researcher can avoid the unfruitful and useless problem area.

Shukla (1984) investigated job satisfaction in relation to leadership style and noted that linear positive correlation between leadership and job satisfaction. He further noted that initially structure style of leadership seem to be positively related to teacher job satisfaction.

Bhardwaj (1990) conducted a study on the effect of motivation to work and job satisfaction on teacher effectiveness of secondary school teachers. He concludes that teacher’s motivation to work and job satisfaction together do not seems to have any significant effect on teacher effectiveness.

Ausekar (1996) found that government school teacher were found to be more satisfied with factor like promotion, recognition, independence, salary, job security, job status and educational policies. Whereas private school teacher were more satisfied with factors like responsibility achievement working conditions and working life.

Arockiadoss (2005) conducted a study on teacher effectiveness of college teachers. The study concludes that college teachers in the age 30-45 were more effective in their subjects, sense of humor and self evaluation. Men teachers were effective motivator. Private college teachers show more involvement in college activities. Teachers involved in research and with research degrees had mastery over their subjects.

Lather and Jain (2005) conducted a study "Motivation and job satisfaction: A study of associates of public and private sector." The results show significant positive correlation between job satisfaction and self-control and need for personal growth in workers. Significant negative correlation was found between job satisfaction and need for non-financial gains of middle level managers.

Jain (2007) conducted a study of teacher effectiveness of teachers and their attitude towards teaching profession and found significance difference in effectiveness of male and female. Significance difference has been found in the attitude toward teaching profession of male and female teachers. Significance difference has also been found in the attitude of more and less experienced teachers toward their teaching profession.

Salami (2008) conducted a study on "Impact of job satisfaction and organizational commitment on organization citizenship behavior: The moderating role of group cohesive." The result shows positive significant relation between job satisfaction and organizational citizenship behavior of secondary school teacher. The positive significant result was also found between organizational commitment and organizational citizenship behavior.

Singh (2010) concluded that central school teachers of Eastern U.P are found to be satisfied with their job. However sex wise analysis showed that female teachers are less satisfied than males. The correlation between job satisfaction and academic record, job satisfaction and adjustment, job satisfaction and attitude toward teaching in the central school teachers of Eastern U.P are found to be positive and significant.

Maharjan (2012) conducted a study on association between work motivation and job satisfaction of college teacher. The study concludes that there is a positive association between work motivation and job satisfaction of college teacher.

METHODOLOGY OF THE STUDY

RESEARCH METHOD

Survey method under Descriptive Method of research will be used to conduct the present investigation. Survey studies are very useful to collect detailed descriptions about the existing phenomenon with the intent of employing data to justifying current conditions and practices or to make intelligent plan for improving them.

VARIABLES

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. Variables can be broadly categorized into three types: Independent Variable, Dependent Variables and Confounding Variables. The present study involves two types of variable, viz. Independent and Dependent Variable.

Independent Variable

Independent Variables are conditions or characteristics that the experimenter manipulates or controls in his/her attempt to ascertain their relationship to observed phenomena. These are called stimulus variables.

In the present study, the Independent Variables are: Work Motivation, Job Satisfaction and Professional Commitment.

Dependent Variable

Dependent Variables or Criterion Variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables. These variables are called response or outcome variable.

In the present study, Dependent Variable is Teacher Effectiveness.

Population

In the present study elementary school teachers of four districts of Himachal Pradesh will be the population of the study.

Sample

In the present study at least 400 elementary school teachers from schools of four districts affiliated from H.P. board will be taken as a sample.

Sampling

It is a process by which a relatively small number of individuals or measures of individuals, objects and events are selected and analyzed in order to find out something about entire population. In the present study four districts out of twelve districts of Himachal Pradesh will be selected through convenience sampling. The sample of 400 elementary teachers will be selected after selecting schools randomly from four districts.

Tools to be Used

1. Teacher effectiveness scale by Dr. Umme Kulsum (2000) will be used.

2. Work Motivation Scale by Dr.K.G. Aggarwal(2012) will be used.

3. Teacher Job Satisfaction Scale by T.R. Sharma and Amar Singh(1994) will be used.

4. Professional Commitment scale by Ravinder Kaur, Sarbjit Kaur Rana and Sarvjeet Kaur Brar(2011) will be used.

Statistical Techniques to be Used

In the present study mean, standard deviation, t- test, two-way ANOVA, partial correlation and multiple correlations will be used.

ANALYSIS AND INTERPRETATION OF DATA

Interpretation will be made as per analysis of the data.

RESULTS AND DISCUSSION

The result of the study based on the analysis and interpretation of data will be listed systematically. A discussion on the results will be made highlighting their significant features and possible reasons for the obtained results.

SUMMARY, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESSION FOR FURTHER RESEARCH

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